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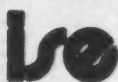
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ABSTRACT

Enrollment in 105 historically black colleges for Fall 1976 and Fall 1977 is examined within the framework of national enrollments and enrollment trends in these institutions for the past decade. Attention is given to the implications of ten-year trends in total headcounts and first-time freshmen enrollments for the future survival of these institutions. An examination is also made of a number of factors which tend to influence enrollment patterns in the black college sector such as institutional size, demographic trends, student financial aid, and desegregation guidelines. Raw data and a list of participating institutions are contained in the appendices. (SPG)

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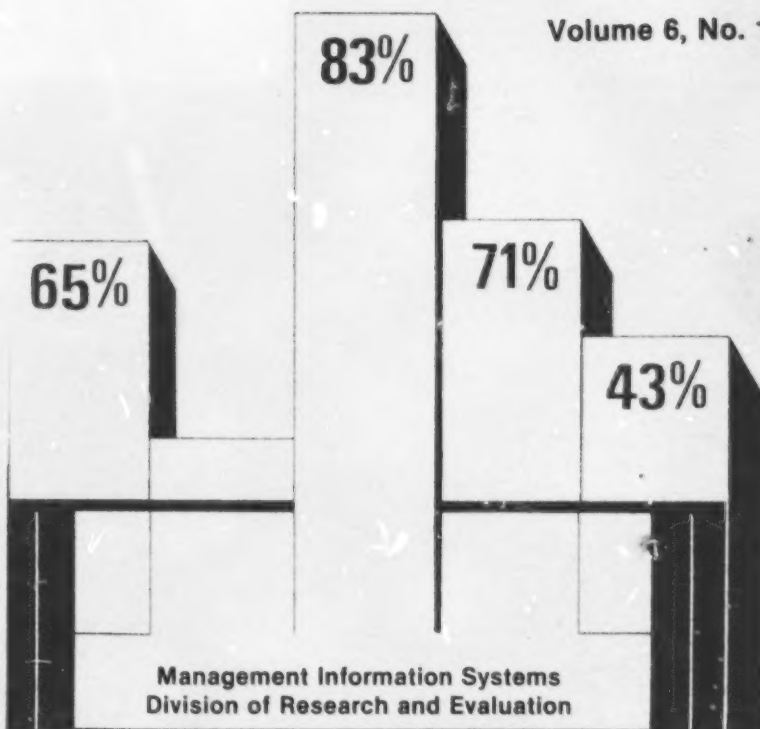


**institute
for services
to education, inc**

PROFILE OF ENROLLMENTS IN THE HISTORICALLY BLACK COLLEGES

Fall 1977

Volume 6, No. 1



HE 010 309

The Institute for Services to Education, incorporated in 1965, offers diverse technical services in research and evaluation, planning and management, and curriculum and faculty development.

Based on a sound understanding of its unique clientele of traditionally black and developing colleges and universities, the Institute utilizes action-oriented research and in-depth consulting techniques to resolve a broad range of academic and management problems.

Its corporate capability to generate, analyze, and disseminate data gathered by a research team of diverse specialists has made ISE a leader in projecting institutional trends, designing innovative curriculum, and implementing policy recommendations in its mandate to facilitate developing institutions in their quest for equal opportunity in higher education.

MIS Research Profile

The MIS Research Profile is a periodic reporting service of the TACTICS Management Information Systems Directorate of the Institute for Services to Education, Inc. The purpose of this Research Profile is to make use of the data contained in the MIS Data Bank by researching and reporting on relevant issues of interest to developing institutions. Additional copies of this Profile may be purchased at the rate of \$3.00 per copy. You may subscribe to this reporting service by contacting:

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**PROFILE OF ENROLLMENTS IN THE HISTORICALLY
BLACK COLLEGES**

FALL 1977

**by
Mary Carter Williams, Ph.D.**

A Division of Research and Evaluation Publication

Spring 1978

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PREFACE

For almost a decade the Institute for Services to Education (ISE) has been collecting, analyzing, and disseminating data which summarize the condition of education in the historically black colleges as compared to that in majority institutions of comparable complexity and higher education nationally. Through its TACTICS program, the MIS Research Component, the Institute is committed to the continued generation of statistical profiles and research reports which explain, clarify, and promote critical issues related to the status of historically black institutions. Present plans call for the expansion of this service, over time, to include Puerto Rican institutions serviced and mainline institutions with significant minority enrollments.

The profile presented here examines enrollments in the historically black colleges for Fall 1976 and Fall 1977 within the framework of national enrollments and enrollment trends in these institutions for the past decade. Considerable attention is also given to the implications of ten-year trends in total headcounts and first-time freshman enrollments for the future survival of these institutions. Further, an examination is made of a number of factors which tend to influence enrollment patterns in the black college sector.

In light of the paucity of data on developing institutions, the importance of the systematic collection and analysis of social indicator data on the historically black colleges cannot be overemphasized. In the past the Institute has focused on trends in enrollments and degrees earned. In the future, the MIS Research Component will broaden its focus to include other issues of paramount importance to the viability of historically black institutions, including retention, student aid trends, distribution, follow-up of graduates, and trends in programs and services. A special effort will be made to examine and compare subsets of institutions and to identify models in various areas of college life which would be useful to other developing institutions, both on the domestic and international scenes.

Albert H. Berrian
President, Institute for Services
to Education

INTRODUCTION

This profile presents the preliminary Fall 1977 total and first-time freshman enrollments of 105 historically black colleges (HBC's) by institutional type and control. These data are compared with Fall 1977 national enrollment data, Fall 1976 HBC enrollment data and HBC enrollment trends for the past decades. This year's profile also includes 1977 attainment data by institutional type and control and as a percentage of first-time freshman enrollments in 1973 and 1975, as well as clues to future enrollments in these institutions.

The 1977 opening fall enrollment data for the 105 historically black colleges were collected by a telephone survey of that universe. An annual enrollment survey form was mailed later, and a 95% response had been received at the time of this report. Degree attainment data were collected in both surveys. National opening fall enrollment data for 1977 are based on preliminary data released by the National Center for Education Statistics in December, 1977.

Of the 105 historically black colleges included in the annual enrollment survey, 42 were public and 63 private; 85 were four-year institutions; 17 were two-year colleges; and 3 were graduate and professional institutions.

PROFILE OF FALL 1977 ENROLLMENTS IN THE HISTORICALLY BLACK COLLEGES

- Total headcount enrollment of the 105 historically black colleges increased for the eleventh consecutive year, rising 0.8% from 211,966 students in 1976 to 213,720 students in 1977 (Charts 1 & 2). The 1976 increase was 0.4%.

Chart 1
Opening Fall Enrollment—1977 in 105
Historically Black Colleges

Type of Institution	Control	Total Headcount	First-Time Freshmen
Four-year and University	Public	139,594	30,765
	Private	60,712	15,563
	Total	200,306	46,328
Two-year Colleges	Public	8,196	3,616
	Private	2,830	1,626
	Total	11,026	5,242
Graduate and Professional	Private	2,388	
	Grand Total	213,720	51,570

Chart 2
Percentage Changes in Headcount Enrollments
Between Fall 1976 and Fall 1977

Type and Control of Institutions	Percentage Changes	
	102 ⁽¹⁾ Historically Black Colleges	All U.S. Colleges
Four-year institutions	0.4	2.9
Public	-6.2	2.5
Private	19.9	3.7
Two-year institutions	8.4	5.2
Public	12.6	5.0
Private	-2.1	9.9
All institutions	0.8	4.0

(1) Three graduate and professional schools not included.

- First-time freshman enrollment increased 2.3% or from 50,411 to 51,570; after a drop of 7.5% in 1976, the increase in absolute numbers was 1,159.
- The private HBC's, exclusive of the graduate and professional schools, reported an increase of 18.8% in headcount enrollment, while the public sector showed a decrease of 5.3%. The private sector also did better in the enrollment of first-time freshmen reporting an increase of 4.8%, compared to a 1.1% increase for the public institutions.
- The four-year private HBC's posted the largest gain in headcount enrollment, an increase of 19.9%, from 50,615 students to 60,712 students.
- The two-year private colleges reported a 2.1% decrease in headcount enrollment, the seventh consecutive year of decrease. However, their first-time freshman enrollments increased by 10.2%, compared to a 10.1% decrease in 1976.
- The private HBC's increased their share of total HBC headcount enrollment from 26.4% in 1976 to 30.8% in 1977.

Comparison with National Data

The percentage changes in the HBC's headcount enrollments between 1976 and 1977 showed an inconsistent pattern, compared to that of all colleges (Chart 2).

Four-year private HBC's increased by 19.9%, compared to a decrease of 5.2% for their public counterparts, while nationally, four-year private and public institutions increased by 3.7% and 2.5% respectively.

Two-year private HBC's decreased by 2.1%, compared to a national increase of 9.9%. However, two-year public HBC's increased by 12.6%, while the national increase was 5.0%.

The 102 HBC's reported a 2.4% increase in first-time freshman enrollment, or about one-half of the 4.5% increase reported nationally (Chart 3). Four-year HBC's increased by 0.4%, compared to the national increase of 2.9%, while at the two-year level HBC's increased 22.5%, compared to the national increase of 6.0%.

The four-year private HBC's increased their first-time freshman enrollment by 4.3%, compared to a decrease of 1.4% at their

Chart 3
Percentage Changes in First-Time Freshman
Enrollments Between Fall 1976 and Fall 1977

Type and Control of Institutions	Percentage Changes	
	102 (1) Historically Black Colleges	All U.S. Colleges
Four-year institutions	0.4	2.9
Public	-1.4	5.4
Private	4.3	-0.1
Two-year institutions	22.5	6.0
Public	29.0	5.8
Private	10.2	9.1
All institutions	2.4	4.5

(1) Three graduate and professional schools not included.

public counterparts and a decrease of 0.1% for all institutions. The four-year public HBC's showed a decline of 1.4% in first-time freshman enrollment, whereas nationally, there was a 5.4% increase.

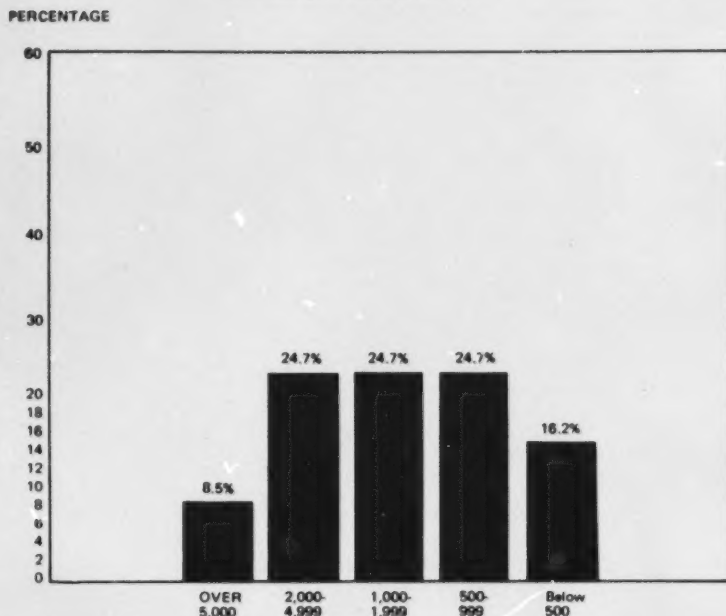
The two-year public HBC's reported a 29.0% increase in first-time freshman enrollment, compared to the 5.8% national increase; the two-year private HBC's had an increase of 10.2%, compared to the national increase of 9.1%.

Characteristics of the HBC's As Compared to National Characteristics

The public sector of the HBC's has 40.0% of the institutions, of which 35.2% are four-year and 4.8% are two-year. Nationally, four-year public institutions are 18.1% and two-year public institutions 29.6% of the total. The four-year and graduate and professional private HBC's are 49.6% of all HBC's, compared to the national percentage of 44.6% for that category. The two-year HBC's represent 15.2% of all HBC's; nationally, two-year colleges are 37.3% of all institutions.

In terms of enrollment levels, 16.2% (17) of the HBC's have enrollments of less than 500 and 8.5% (10) have enrollments of more than 5000 (Figure 1). HBC's with enrollments of 500-999 (26), 1000-1999 (26), and 2000-4999 (26) constitute 24.7%, respectively, of these institutions.

Figure 1
105 Historically Black Colleges Percentage Distribution By
Enrollment Level Fall 1977



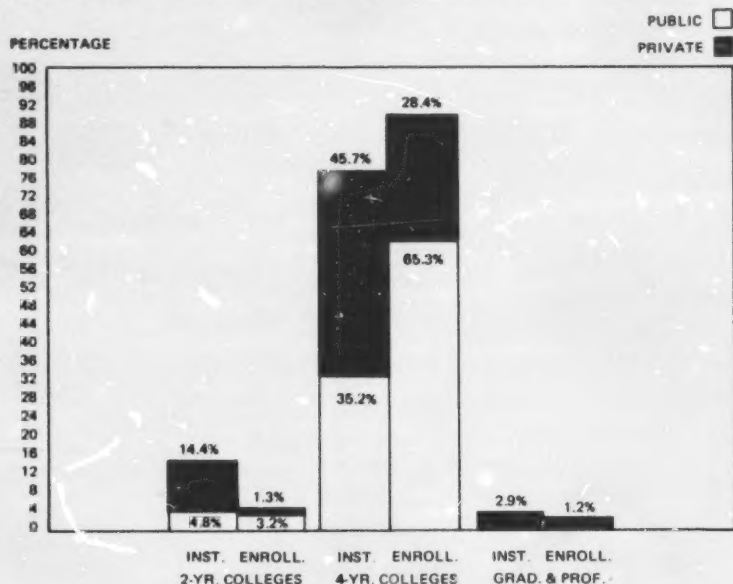
The public HBC's enroll 69.1% of all HBC students, with the four-year sector accounting for 65.3% of total enrollment (Figure 2). All four-year HBC's account for 93.7% of HBC enrollment, and the two-year HBC's account for 4.5%.

Nationally, two-year institutions are divided 79.3% public and 20.7% private; 31.3% of the two-year HBC's are public and 68.7% private. Public four-year colleges comprise 28.9% of all four-year colleges and 43.0% of the four-year HBC's.

HBC's with enrollments of less than 1,000 comprise 40.9% of all HBC's; 9.5% have enrollments of more than 5,000 (Figure 3). One private HBC has an enrollment of more than 5,000; 63.5% of the private HBC's have enrollments of less than 1,000.

The 10 institutions with enrollments of more than 5,000 accounted for 33.9% of the total enrollment of the HBC's and 28.6% of the first-time freshman enrollment.

Figure 2
105 Historically Black Colleges Comparison of Percentage of Institutions
By Type and Level with Their Percentage Share of Total Enrollments, Fall 1977



The 17 HBC's with enrollments of less than 500 comprise 16.2% of all HBC's and enroll 1.9% of all HBC students. They reported a 0.9% drop in average total enrollments and a 15.7% drop in average first-time freshman enrollments between 1976 and 1977.

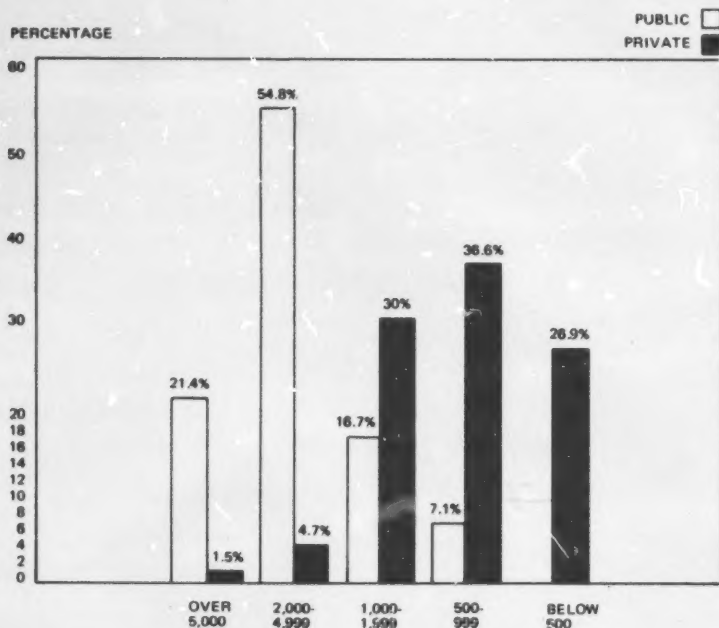
The 26 HBC's in the 500-999 enrollment category reported a gain (2.8%) in average total enrollments and were the only group to report an increase (8.6%) in average first-time freshman enrollments.

Attainment*

In 1977 the HBC's awarded 20,921 four-year degrees and 1,422 two-year degrees. Graduates, as a percentage of the 1973 and

*The attainment data are preliminary and therefore subject to error. However, a decline in the number of baccalaureates for 1977 was expected because of the overall decline in first-time freshman enrollments that occurred in 1973.

Figure 3
105 Historically Black Colleges Percentage Distribution By Enrollment Level
Of 42 Public and 63 Private Institutions, Fall 1977



1975 first-time freshman enrollments, were 56.7% for the four-year HBC's and 24.8% for the two-year colleges. These percentages are indicative of general persistence rates but are not definitive because data on attrition and transfer students, in and out, were not available. However, the overall four-year college persistence rate of 56.7% exceeds the national average of 53%.

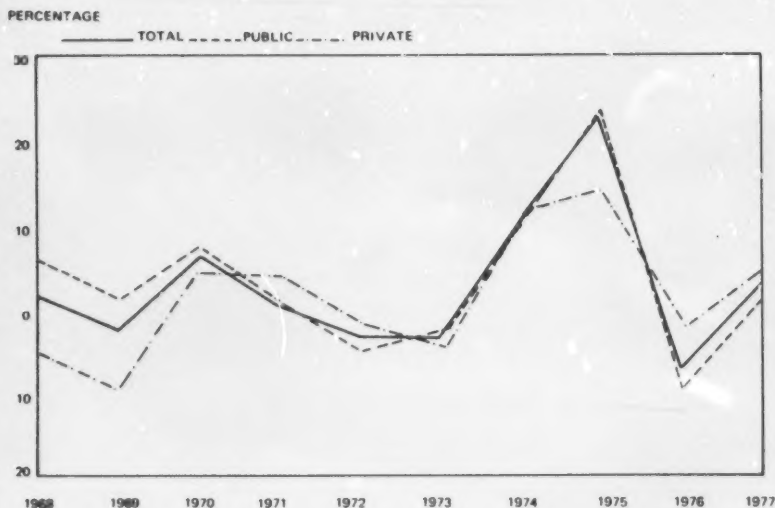
The persistence rates were similar for both the public and private four-year colleges, but were 17.0% for the public two-year colleges and 38.2% for the private, for an average of 24.8% for the two-year HBC's.

A Decade of Uneven Growth

The total enrollment at 102 HBC's increased each of the past 10 years, ranging from the lowest increase of 0.4% in 1976 to the

highest increase of 11.6% reported in 1975 (Figure 4). Between 1968 and 1971 the annual percentage increase was rather stable, averaging 4.7% for these years; the average increase for the next three years was 1.8%.

Figure 4

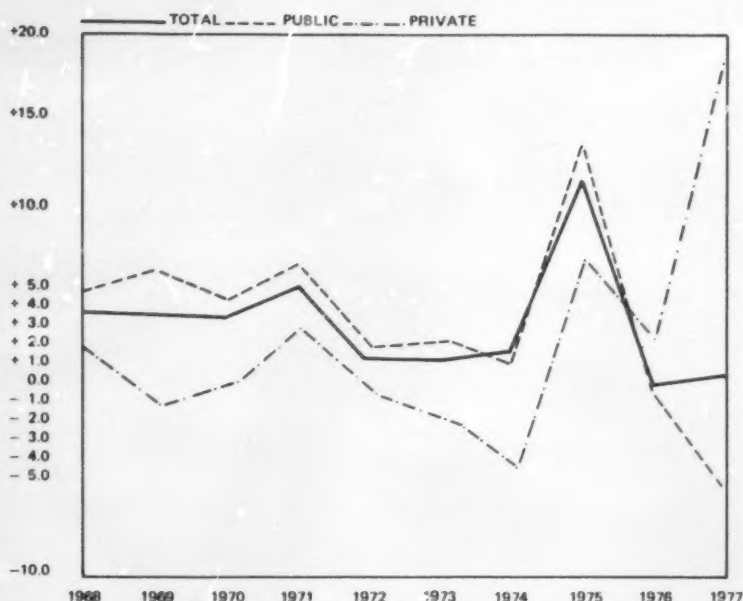


The enrollment decline shown by the public HBC's in 1976 and 1977 resulted from declines at the four-year public colleges; the two-year public colleges averaged increases of 12.1% during those two years.

The private HBC's reported enrollment declines in 1969, 1973, and 1974, but the increase of 18.8% in 1977 was the highest annual percentage increase in either category of HBC institutions during the past ten years.

There were no discernible trends in first-time freshman enrollments at the HBC's during the past decade (Figure 5). Unlike total headcounts, first-time freshman enrollments were marked by periods of uneven growth and decline, with annual increases occurring six years out of the ten-year period (i.e., 1968, 1970-1971, 1974-1975, and 1977). The greatest annual increase occurred in

Figure 5
Annual Percentage Changes in Total Enrollments of 102
Historically Black Colleges⁽¹⁾ 1968-1977



(1) Three graduate and professional schools not included

Source: *A Fact Book on Blacks in Higher Education*, Institute for Services to Education (Spring 1978).

1975 (23.1%) and the lowest in 1971 (0.3%). The greatest decline was reported in 1975 (7.5%), after two successive years of significant growth (10.7% and 23.1% respectively). From 1968 to 1970, the percentage change for first-time enrollments for the private sector tended to trail behind the percentage change for the public sector (6.3%, 1.9%, and 7.4% respectively) and total enrollments (2.0%, -2.0%, and 6.6% respectively). By the latter part of the decade, this phenomenon had reversed itself, with the percentage change of first-time freshman enrollment in the private HBC's climbing at a significantly higher rate than the first-time freshman enrollments in public institutions.

Summary and Conclusions

Grand total enrollment at historically black colleges increased for the eleventh consecutive year, representing a gain of 0.8% (or 1,754 students) in 1977. Although changes in first-time freshman enrollment have not been as consistent as total enrollment trends, there was a 2.3% (or 1,159 students) increase in Fall 1977. The 2.3% increase in first-time freshman enrollment, compared to a decrease of 7.5% in Fall 1976, suggests that further studies of recruitment activities and first-time freshmen should be undertaken, especially in the four-year private and two-year public sectors of the HBC's.

Increased enrollment at four-year private HBC's was accompanied by decreased enrollment at four-year HBC's for the second consecutive year. This enrollment shift also suggests that studies of the college preferences of black students might be helpful in projecting future enrollment trends at the HBC's.

In 1977 the historically black colleges awarded 26,241 degrees. Of these, 5% (1,422) were associate degrees; 80% (20,921) were bachelor's degrees awarded by four-year colleges; and 15% (3,898) were graduate and professional degrees. When 1977 graduates were taken as a percentage of 1973 first-time freshmen for four-year institutions, the HBC's had an overall success rate of 56.7% in the retention and graduation of students, which was higher than the national average of 53.0%. However, data on attrition rates and transfer students were not available for the HBC's, so their persistence rate was not definitive. More data on the migration of students at these colleges are needed.

The HBC's with enrollments of 1,000 to 1,999 and 2,000 to 4,999 had decreases in average enrollments of 0.6% and 0.4% respectively between 1976 and 1977. However, all enrollment categories, except the 500 to 999 category, had decreases in their average first-time freshman enrollments, with the colleges with enrollments of less than 500 reporting a 15.7% decrease. Eleven of these 17 institutions have total enrollments below the average of 236. Here again, these data suggest the need for longitudinal studies to determine trends in the HBC's based on enrollment categories.

WHAT NEXT?

Enrollment changes in the historically black colleges must be viewed from the perspective of the changing context of higher education. In less than 15 years, higher education has transformed into a diversified universe of 3,000 or more postsecondary institutions serving more than eleven million students. Much of the major impetus for this transformation has come from the community college boom, massive federal support, and proliferation of non-degree granting programs.

With the advent of the seventies, the expansionary era of the sixties ended. Faced with (1) unprecedented fiscal and social pressures, (2) leveling off of enrollments in all types of institutions except the two-year college, and (3) anticipated decline in the traditional college-age cohort (18-24), higher education—a universe in transition—entered a period of slow growth, which is expected to last through the year 2000. Hence, precise predictions regarding higher education enrollments are impossible.

The longitudinal data on changes in total headcounts and first-time freshman enrollments of the historically black colleges clearly underscore the unpredictability of growth in enrollments for these institutions and the need for systematic investigation of factors that tend to influence their size. Undoubtedly, such factors are highly complex in nature and involve the interaction of demographic trends (including regional and state trends), external pressures, direct institutional intervention, and individual student choices. Keeping in mind the uncertain nature of the black college enrollment scene, the following discussion highlights some observations that provide clues to future enrollments in these institutions.

Institutional Size and HBC Enrollment

Several important observations were made during the analysis of HBC enrollments by enrollment level. The 29 historically black colleges in the 500-999 enrollment category were the only institutions that reported an increase in both average total headcount (2.8%) and first-time freshman enrollment (8.6%). The 17 private institutions with enrollments of less than 500, which enroll 1.9% of all HBC students, reported a significant drop in first-time freshman enrollment (15.7%). On the other hand, the 26 institu-

tions with enrollments between 1,000 and 1,999, of which 7 were public and 19 were private, reported not only a severe drop in average first-time enrollment (7.2%), but also a modest decrease in total enrollment (.4%).

These findings suggest that an association may exist between institutional size and increases or decreases in black college enrollments. A closer look needs to be taken at institutions within these enrollment categories to identify similarities and dissimilarities in revenues and expenditures, geographical location, academic thrust, demographic characteristics of first-time freshmen, in-and-out transfers, and recruitment activities so as to isolate factors that tend to be associated with decreases or increases. It is safe to conjecture that because the 17 private institutions with enrollments of less than 500 are located in rural areas, they lack the resources to compete for the diversified clientele seeking an education in today's world.

Contrary to trends at the national level, there was a decline in four-year public enrollment for the second consecutive year and concomitant increases in the four-year private sector for the fourth consecutive year. This suggests that black college students are selecting four-year private institutions in preference to their public counterparts. Other factors may include the stepped-up recruitment activities of private institutions, the availability of larger student financial aid grants in the private sector, and the enrollment ceilings imposed on a number of public black colleges.

In a telephone survey of 23 selected black four-year institutions, of which 10 were private, 12 were public, and 1 was state-related, black college presidents and vice presidents were asked to speculate on the recent increases in private enrollments and declines in public enrollments. The explanations offered by the respondents varied. The most frequently stated perceptions in order of priority were: (1) quality of private colleges, (2) recruitment activities of black four-year private institutions and predominantly white institutions, (3) effect of federal student financial aid, and (4) competition from community colleges. Favorable qualities of private black colleges were thought to include the giving of more individual attention because of the smaller size of most private colleges, more flexible admissions and curricula policies, more convenient location, and greater faculty commitment.

Dr. John Peoples, President of Jackson State University, suggested that legislative constraints such as test score performances and statutory limitations on the number of students to be admitted may partially account for the decrease at public institutions. Dr. Peoples indicated that some students who cannot be admitted to state institutions because of legislated test score standards enter private schools where test score limitations are not required. Four-year private HBC's were thought to be situated in urban areas and therefore more accessible.

Demographic Trends And HBC Enrollment

Discernible demographic trends in the black population seem to set the stage for continued growth in HBC total enrollments in the future. For example, the net growth rate for blacks from 1960 to 1975 exceeded that for the white population and the nation as a whole (Chart 4), although the rate for each category has been declining steadily. Moreover, the cumulative percentage increases in the college-age cohorts of the black population (Figure 6) promise continued expansion of the numbers of blacks who will be available for college through 1985. The cumulative percentage increases for blacks exceeded that for whites for all groups except the 25—34 age-cohort. Figure 6 also portrays the younger age structure of the black population. As shown in Chart 5, the size of the 18—24 age-cohort of the black population is expected to increase through 1985, while the size of this cohort of the white population is expected to continue declining through 1995.

Chart 4
National Net Growth Rates Trends, by Race
1960, 1972, 1975

Race	1960	1970	1975
Blacks	22.1	18.0	13.3
Whites	15.1	10.6	5.8
Nation	16.1	12.0	7.9

Source: United States Bureau of Census, *A Census of Population: 1960, 1970, Volume 1, Current Population Reports*, Series P-25, No. 632, and unpublished data.

Figure 6
Cumulative Percentage Increases in Population of the United States
By Race and Selected Age Cohorts 1967-1976

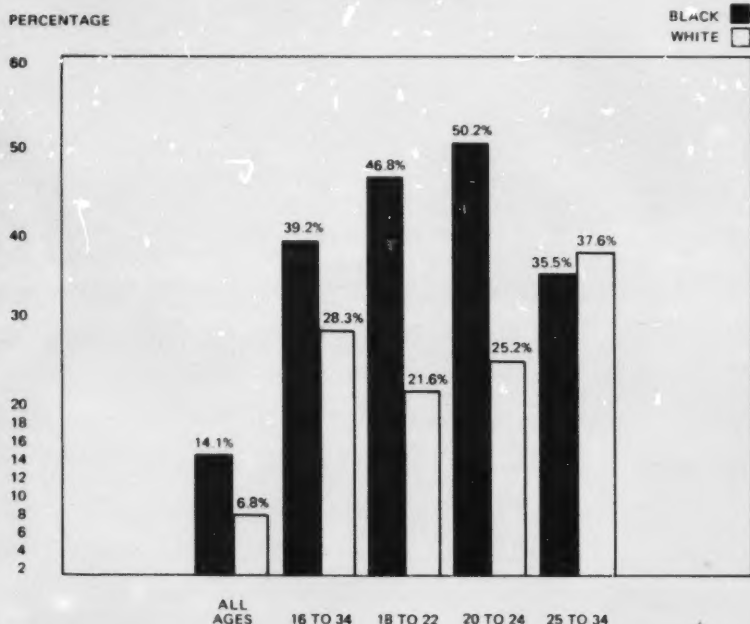


Chart 5
Population Projections and Corresponding Percentage Changes
For the 18-24 Age-Cohort, By Race
(In Thousands)

	1976	1985	% Change 1976-85	1995	% Change 1985-95	2000	% Change 1995-2000
Total	28,166	27,854	-1.1	23,222	-19.9	24,653	+6.2
Black	3,535	3,863	+9.3	3,500	-10.4	3,549	+1.4
White	24,110	23,259	-3.7	18,736	-24.1	19,981	+6.6

Source: *A Fact Book on Blacks in Higher Education*, Institute for Services to Education (Spring 1978).

However, between 1960 and 1975 the percentage of blacks declined in the population of nine of the 20 states where the historically black colleges are located. These states were:

Alabama	- 4.6%	Mississippi	- 6.1%
Arkansas	- 4.9%	North Carolina	- 2.6%
Florida	- 3.9%	South Carolina	- 4.0%
Georgia	- 2.4%	Virginia	- 1.9%
Louisiana	- 2.1%		

The determination of what these declines mean in terms of future enrollments in the historically black colleges requires an examination of projected shifts in the traditional college-age cohort. In a *Fact Book on Higher Education in the South, 1975 and 1976*, Mingle projects the percentage change in the 18-24 age-cohort in 13 of the 20 states where these schools are located. According to Mingle,¹ six states, three of which reported declines in the percentage of blacks in their population between 1960 and 1975, will show a decrease in this particular age cohort. They are:*

Alabama	- 9.1 (13)	Tennessee	- 3.7% (7)
Mississippi	- 2.9 (12)	Kentucky	- 5.6% (2)
Georgia	- 11.4 (10)	Pennsylvania	- 23.1% (2)

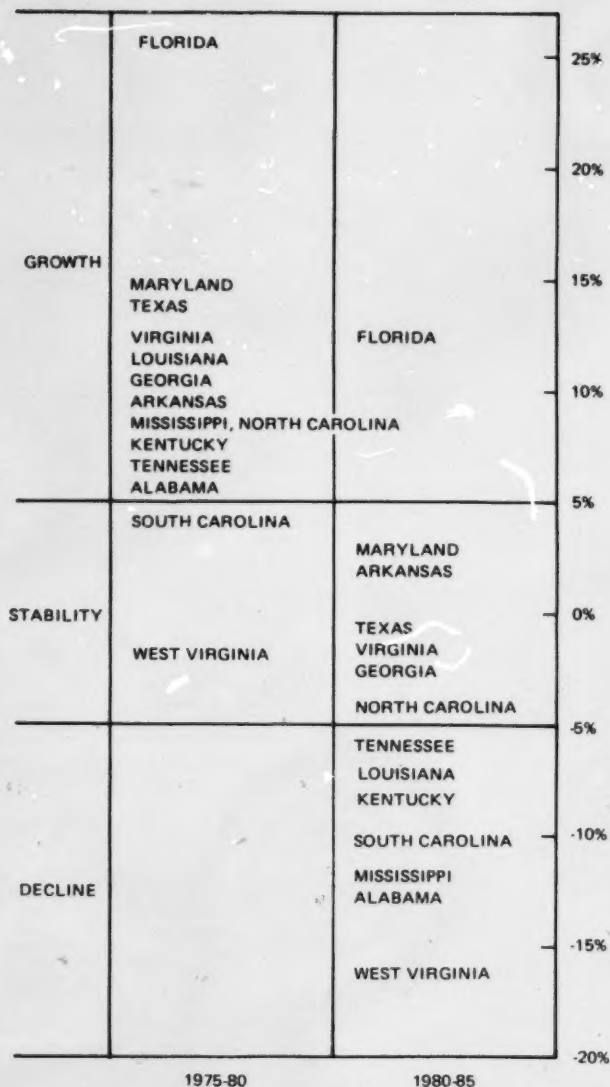
Mingle also projects enrollments for these 13 states from 1975 to 1980 and 1980 to 1985 (Figure 7). Between 1975 and 1985 Mingle indicates that growth in enrollments will occur in each of the 13 states during 1975-1980. Between 1980 and 1985, he notes several shifts:

- growth is projected for Florida only;
- stability is projected for six states: Maryland, Arkansas, Texas, Virginia, Georgia, and North Carolina; and
- a decline is projected for Tennessee, Louisiana, Kentucky, South Carolina, Mississippi, and Alabama, respectively.

The effect of these projected shifts in enrollments on the enrollments of historically black colleges is not clearly known. A

*The number in parenthesis after each state indicates the number of historically black colleges located there.

Figure 7
Percent Change in Projected Enrollment 1975-80, 1980-85



Source: James R. Mingle, *Fact Book on Higher Education in the South, 1975 and 1976*, Southern Regional Education Board (1976).

recent forecast by the Southern Regional Education Board (SREB) offers further support for the continued growth of the grand total enrollments of these institutions. The SREB states:

... predominantly black colleges, which today enroll over 50% of the black college students in the South, may be favored by increased numbers of blacks choosing to go to college. Migration patterns which could slightly reduce the proportion that blacks are of the total population will be slowed numerically. Predominantly black colleges may maintain the 1974, 8 percent share of total regional enrollment, although this will be difficult with the keener population from other colleges.²

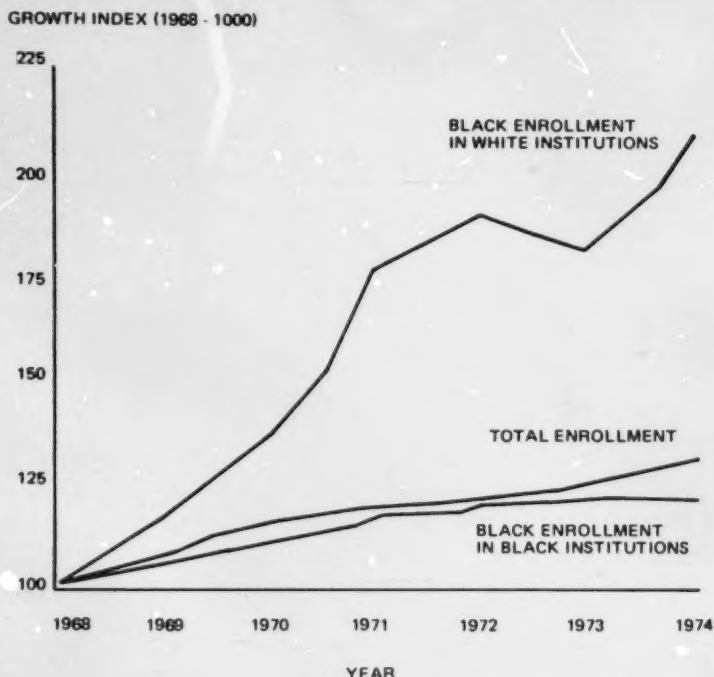
Another indication of the growth of HBC enrollment in the future may be the recent upswing in the proportion of black students in higher education enrolled in the historically black colleges as opposed to predominantly white institutions. As shown in Figure 8, black enrollment in the predominantly white institutions spiraled upward from 1968 to 1974. In 1973—1974 the historically black institutions claimed only 23% of the higher education black enrollment. In 1974—1975, the percentage distribution of blacks in these schools dropped to 18%, while in 1976 the HBC's enrolled 20% of all blacks in college.

Figure 8 also shows that the growth of enrollment in black institutions has paralleled that of higher education generally. This dispels the myth that the continued survival of the historically black colleges is threatened by the increasing number of blacks enrolling in predominantly white institutions. There appears to be no relationship between the two.

Student Financial Aid And HBC Enrollment

The importance of student financial aid to black access to higher education cannot be overstated. In 1977, approximately 70% of the students enrolled in the historically black colleges received student financial aid. Additionally, surveys of these colleges indicate that 70% of those students who are admitted and fail to enter college are hampered by inadequate financial resources. Based on these statistics alone, it is clear that student financial aid is one of the most powerful determinants of enrollment trends in these institutions.

Figure 8
Growth of Black Enrollment In White and Black Institutions Compared to Total Enrollment Growth With 1968 As Base Year (=100) 1968 to 1974



Source: Carlos Arce, *Historical, Institutional and Centextual Determinants of Black Enrollment in Predominantly White Institutions* (an unpublished Ph.D. dissertation, 1976).

The reason for the strong dependence of these students on financial aid becomes graphically clear when examined from the perspective of family income levels. In a recent report, Henning investigated the annual family incomes of three generations of students attending historically black colleges. The results of the study indicated the following:

"In 1969, sixty-eight percent (68%) of the students reported family incomes below \$6200 annually. Seventy percent (70%) of the family incomes of the 1970 cohort were below the same level. The 1975 group reported 62% below \$6200 annually. Although this does appear to represent an increase in family incomes, the increase is more apparent than real because of the net effect of inflation."³

Nationally, there has been little growth in the annual family incomes of first-time freshmen attending the predominantly black colleges, as compared to the family income levels of first-time freshmen attending four-year majority institutions.

Chart 6
Percentage Distribution of Annual Family Incomes of
First-Time Freshmen, By Race
Fall 1976 and Fall 1973

Income Ranges	1976		1973	
	4-Year Major	Predom. Black	4-Year Major	Predom. Black
7,999 or less	15.0	52.6	16.3	62.5
8,000-12,499	16.2	20.3	22.8	19.2
More than 12,499	68.9	27.1	60.8	18.2

Source: Alexander Astin, *Reports on Entering College Freshmen*, Fall, 1976, 1975, 1974, and 1973, American Council on Education.

According to Astin, 62.5% of the first-time freshmen in predominantly black colleges in 1973 were from families with incomes of \$7,999 or less, with 50.4% of these earning \$5,999 or less. The families of 16.3% of the first-time freshmen in four-year majority institutions had annual incomes of \$7,999 or less. In 1976, more than half of the first-time freshmen in predominantly black colleges still had family incomes of \$7,999 or less, as compared to 15.0% for first-time freshmen in four-year majority institutions. In 1973, only 18.2% of the first-time freshmen in the predominantly black colleges earned more than \$12,499 annually. For each of the two years, more than 60% of the students in four-year majority institutions were from families with incomes of more than \$12,499.

The distribution of federally supported student financial aid among black students and other minorities raises serious questions about the intent of the federal government to equalize educational opportunity for these groups—despite the critical role that such aid has played in increasing access for disadvantaged students since 1968. According to Atelsek and Gomberg,⁴ only 35% of all aid recipients in 1976–1977 were minority recipients, “ranging from 41% at private universities to 64% at private

two-year colleges."⁵ A comparison of the results of the 1974—1975 and 1976—1977 surveys revealed the following:

- a 1.3% increase in the number of minority recipients;
- a 0.4% decline in the number of dependent undergraduates with family incomes less than \$7,500;
- a 7% increase in the number of dependent undergraduates with annual family incomes between \$7,500 and \$11,999; and
- a 2.1% increase in the number of dependent undergraduates with family incomes in the \$12,000 or more category.

Hence, federally supported student financial aid for 1976—1977 appeared to be shifting toward the middle income bracket, which includes a small number of blacks and other minorities. Coupled with the limited funding level of campus-based programs at the historically black colleges (Charts 7 and 8), high employment rates and inflation, the future for blacks in the area of student financial aid does not appear to be bright. Yet, as suggested by the demographic trends discussed earlier in this analysis, the available pools of blacks in the college-age cohorts are expected to increase through 1985.

Chart 7
Full Funding Requirements of Student Financial Assistance
Programs at Historically Black Colleges and Universities
(Based on Academic Year 1973-1974)

Program	1973-74 allocation	1973-74 additional funds required	Full funding requirements
EOG/SEOG	\$22,796,248	\$15,207,000	\$38,003,248
CWS	26,687,677	13,741,400	40,429,077
NDSL/DSL	19,099,967	13,156,300	32,256,267
BEOG	6,764,100	160,521,600	167,285,700
Total	\$75,347,992	\$202,626,300	\$277,974,292

Source: Miles Mark Fisher, Statement made to the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives on H.R. 3471 and related legislation (1975).

Chart 8
Funding Levels of Campus-Based Programs at
Historically Black Colleges and Universities,
Academic Years 1972-73, 1973-74, and 1974-75

	1972-73	1973-74	1974-75	Difference 1972-73 and 1973-74	Difference 1973-74 and 1974-75	Difference 1972-73 and 1974-75
EOG/SEOG	\$23,768,307	\$22,796,248	\$25,860,400	\$ 972,059	+\$3,064,152	+\$2,092,093
CWS	30,385,725	26,687,677	25,357,404	- 3,678,048	- 1,330,273	- 5,008,321
NDSL/DSL	18,903,336	19,099,967	17,229,603	+ 196,631	- 1,870,364	- 1,673,733
Total	\$73,037,368	\$68,583,892	\$68,447,407	- 4,453,476	- 136,485	- 4,589,961

Source: Miles Mark Fisher, Statement made to the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives on H.R. 3471 and related legislation (1975).

The Desegregation Mandate

Much speculation has occurred regarding the future impact of the recent desegregation guidelines on the future enrollments or, indeed, survival of the historically black college. That the new guidelines recognize and support the special role that historically black colleges have played in the education of a major segment of the nation's populace is in itself indicative of the continued role that these institutions must play in American higher education.

Undoubtedly, if the Department of Health, Education and Welfare takes its job seriously, the face of these institutions will change in some ways as the desegregation process unfolds. However, the real challenge of the desegregation mandate lies in the opportunity it presents for reassessment and planned change in public higher education. What is important here is that the black colleges play a leadership role in charting their destiny. In what areas have these schools established track records? What changes must these institutions undergo if they are to be prepared to respond to an increasingly diversified clientele and marketplace? What existing resources and facilities provide opportunities for new kinds of alignments designed to assure stronger programming and greater cost control?

*The Study and Survey of the Status of Health Sciences in the Historically Black College*⁶ noted that, of the 69 black colleges which responded to the question regarding academic thrust, 14 identified themselves as having a science thrust and 7 as having a health science thrust. Perhaps schools such as these can

become major producers of allied health professionals and scientists in the public higher education sector.

The rapid urbanization of American society, the concomitant concentration of disadvantaged populations in the inner cities, and the dwindling of the financial base of public school education—because of the flight of whites into the suburbs—have created massive problems related to schooling. With more than a century of experience in teacher education and in working with such populations, the black colleges have developed the capacity to serve as a national resource for the training of non-black teachers who work in predominantly black school settings.

A few of these schools are approaching the status of comprehensive universities. For example, with additional planning and funding support from the State of Alabama, Jackson State University would be able to offer full-fledged graduate programs supported by a substantial number of Ph.D. faculty. Such schools could serve as additional resources in public higher education for generating doctorates in various fields.

Similarly, a few of the historically black colleges in the public sector offer professional degrees in law⁷ and engineering.⁸ With further development, these schools could also serve to widen the options available in public higher education for training in these areas.

These are but a few of the credits that the black colleges have accrued over the years. Viewed from this perspective, which takes into consideration the recommendations made in the recent desegregation guidelines for enhancing the status of black colleges, the desegregation mandate should mean expanded but more diversified enrollments in these institutions. This does not preclude the influx of significant numbers of blacks into these institutions.

The Other Side Of Equal Opportunity

From the vantage point of access, blacks have made significant gains in higher education during the past decade. In the historically black colleges alone, enrollment increased from 148,301 in 1967 to 213,720 in 1977, an increase of 44% or 65,419 students. During the same period, total black enrollment in higher education climbed from 4.7% to 9.3%. In 1976, the participation

rates of blacks as full-time students (63.7%) exceeded that for both total white full-time enrollment (60.8%) and national full-time enrollment (61.2%).

Despite these gains, sharp disparities still persist in terms of attainment and distribution—areas in which valid statistics are hard to come by. Indeed, the improved but low participation rates of blacks in higher education are partly due to high attrition rates of blacks prior to and during the college experience. In *More Promise Than Progress*,* the Institute for the Study of Educational Policy of Howard University highlights the substantial loss of black students because of high school noncompletion:

"In 1973, blacks were 13% of all persons 16 to 34 years of age, but they were 21% of all high school dropouts. In 1974, blacks were 13% of all persons 16 to 21 years old, yet, equaled 19% of the high school dropouts.

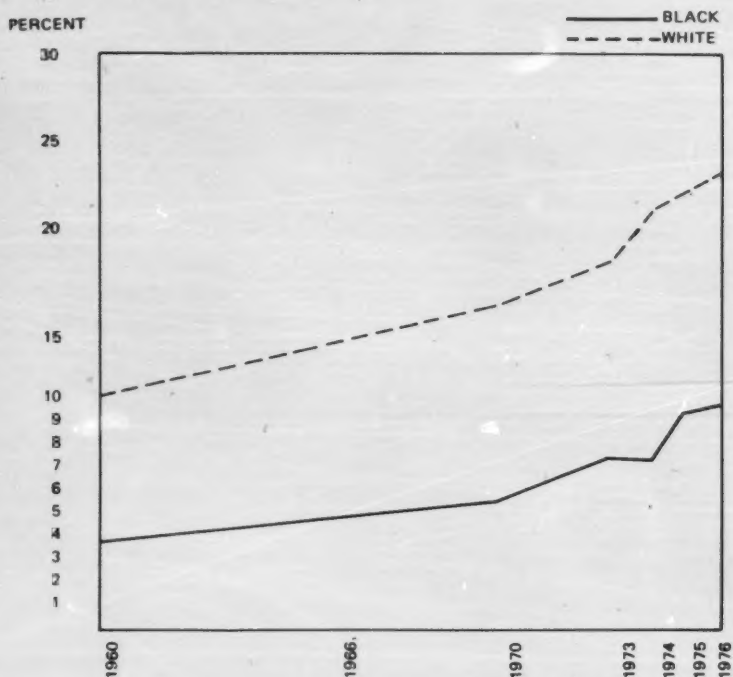
In 1974, the college availability pool lost 583,000 black persons, 270,000 males, and 313,000 females, between the ages of 16 and 21 years old. This loss was the direct result of high school noncompletion."

According to the Census Bureau, in 1974, 72% of the blacks in the 20 to 24 age-cohort, as compared to 85% of the whites in this cohort, had completed four years of high school, a disparity of 13%.⁹ In the same age-cohort, 21% of the white population, as compared to 27% of the black population, had completed one year of college. Further, as indicated in the Institute for Services to Education Profile of February 1977, the gap between the percentage of blacks and whites in the 25 to 34 age-cohort with four or more years of college widened from 7.8% in 1966 to 12.2% in 1976 (Figure 9).

Another issue of critical importance is the inequitable distribution of blacks by type of institution, control, and discipline and the implication of these inequities for the quality of educational services and the marketability of acquired training. Examples of these inequities are included among the 1976 data¹⁰ presented in Charts 9 and 10.

* *More Promise Than Progress* is an unpublished document prepared by the Institute for the Study of Educational Policy, Howard University.

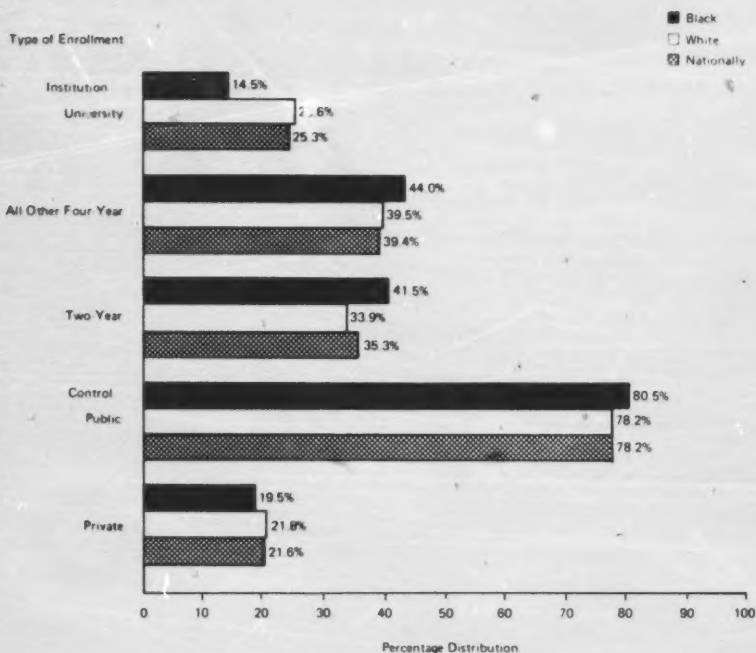
Figure 9
Percent of Population 25 to 34 Years Old That Completed Four or More Years of College
By Race for Years Indicated



As shown by these data,* blacks tend to be concentrated in the least selective institutions and have low participation rates as compared to whites in the hard sciences and professions. The deceptiveness of the approximate participation rates of blacks and whites in the major professions becomes graphically clear when viewed from two other points of view: (1) blacks as a percentage of total enrollment in selected professions and (2) black participation in the marketplace. Although 30.8% of the blacks in professional education in 1976 were enrolled in medicine, blacks constituted 5.9% of the enrollment in medical education, compared to 87.1% for whites. Similarly, although 48.0% of the blacks in professional education were enrolled in law, blacks made up 4.6% of the total enrollment in law, compared to 90.5%

*These data treat black and white as separate universes.

Chart 9
Distribution of Higher Education Enrollment
By Ethnic/Racial Category and Nationally
1976

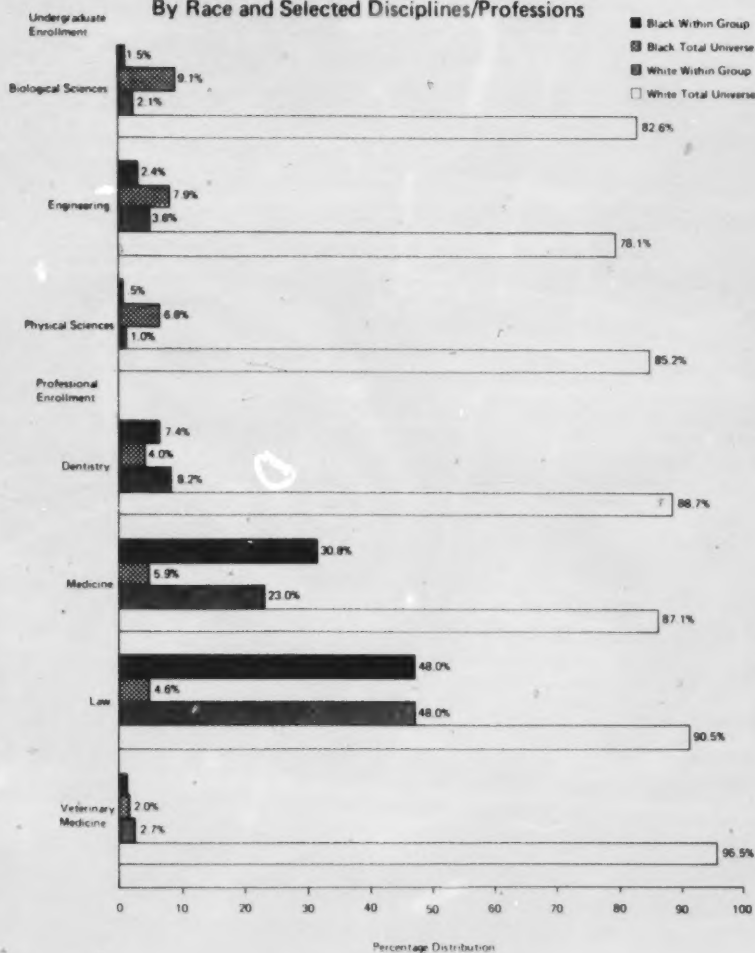


Source: The data presented in this chart were secured from the National Center for Education Statistics.

for whites. In terms of the marketplace, blacks made up 2.8% of the physicians and 3.0% of the dentists in the United States in 1976. In 1973, blacks represented 1.4% of the engineers in the nation.

The approximate distribution of blacks and whites by control also tends to be misleading because of the hierarchical nature of public higher education and concomitant differential resources. For example, in 1976, almost twice as many whites (25.8%) as blacks (12.6%) were enrolled in publicly controlled universities. Universities are the most selective institutions and offer the broadest opportunities in terms of fields of study, facilities, range of types of degrees, and research training.

Chart 10
Distribution of Higher Education Enrollment
By Race and Selected Disciplines/Professions



Astin delves deeper into this issue in *The Myth of Equal Access in Public Higher Education*, in which he divides the 1,326 public institutions in the United States into seven categories based on estimates of admission requirements as measured by test scores: two-year colleges, four-year colleges with low, medium, and high levels of selectivity, and universities with low, medium, and high levels of selectivity. The results of Astin's study, as

shown in Charts 11, 12, and 13 in Appendix A, indicate the following:

- Most entering students have access to two-year colleges, a significant percentage have access to non-selective four-year colleges and universities, and only an extremely small percent have access to highly selective universities.
- Minorities with high grades entering college for the first time tend to be concentrated in two-year institutions and non-selective four-year institutions, whereas most white students with high grades tend to enter highly selective four-year colleges and universities.

In the decades ahead, it is clear that the emphasis regarding equality of educational opportunity for blacks and other disadvantaged groups should shift from access to distribution and attainment. Without equality of program options and output, equitable access has little meaning.

FOOTNOTES

1. James R. Mingle, *Fact Book on Higher Education in the South, 1975 and 1976*. Southern Regional Education Board, 1976, pp. 11-12.
2. David S. Spence, *A Profile of Higher Education in the South in 1985*. Southern Regional Education Board, 1977, p. 23.
3. Herman W. Henning, *A Profile of Entering Freshmen in The Thirteen-College Curriculum Program (TCCP)*, Fall 1975, p.2.
4. Frank J. Atelsek and Irene L. Gomberg, *Estimated Number of Student Aid Recipients*, Higher Education Panel Reports, Number 36, American Council on Education, September, 1977, P.V.
5. *Ibid.*
6. Mary Carter Williams, et al., *Study and Survey of the Status of Health Sciences in the Historically Black Colleges*, Institute for Services to Education, 1977.
7. The historically black schools in the public sector which offer law degrees are Texas Southern University (Houston), North Carolina Central University (Durham), Southern University (Baton Rouge), and Howard University (Washington, D.C.)
8. Public black colleges which offer degrees in engineering include Howard University (Washington, D.C.), North Carolina A & T (Greensboro), Prairie View A & M (Texas), Tennessee State University (Nashville), and Southern University (Baton Rouge).
9. *Current Population Reports*, Special Studies Series, P-23, No. 54, United States Department of Commerce, Bureau of Census, p. 97.
10. These data were obtained from unpublished reports secured from the National Center for Educational Statistics.
11. These data are household data annual averages secured by telephone from the Bureau of Labor Statistics, United States Department of Labor.

Appendix A

RAW DATA

Chart 1
Historically Black Colleges: Fall 1977

Type of institution	Number of Institutions		
	Total	Public	Private
Two-Year Colleges	17	5	12
Four-Year University ⁽¹⁾	85	37	48
Graduate and Professional ⁽²⁾	3		3
Totals	105	42	63

(1) One four-year institution, District of Columbia Teachers College, an HBC, combined with Federal City College and Washington Technical College to form the new University of the District of Columbia in 1977. However, separate enrollment figures for DCTC were available and are included in this report.

(2) Atlanta University, Meharry Medical College and Interdenominational Theological Seminary.

Chart 2
Historically Black Colleges: Fall 1977

Type of Institution	Total		Public		Private	
	% of Institutions	% of Enrollment	% of Institutions	% of Enrollment	% of Institutions	% of Enrollment
Two-year college	16.2	5.1	4.8	3.2	11.4	1.3
Four-year college	81.0	93.7	35.2	65.3	45.7	28.4
Graduate and Professional	2.9	1.2			2.9	1.2
Totals	100.0	100.0	40.0	69.1	60.0	30.9

Chart 3
Historically Black Colleges: Fall 1977

Type of Institution	Total		Public		Private	
	% of Institutions	% of Enrollment	% of Institutions	% of Enrollment	% of Institutions	% of Enrollment
Two-year college	100.0	100.0	29.4	74.3	70.6	25.7
Four-year college	100.0	100.0	43.5	69.7	56.5	30.3
Graduate and Professional	100.0	100.0			100.0	100.0

Chart 4
Enrollment Level of 105 Historically Black Colleges,
by Type and Control

Enrollment Level	Total	Institutional Type			Institutional Control	
		4-Year	2-Year	Graduate	Public	Private
Over 5,000	10	10	--	--	9	1
2,000-4,999	26	25	1	--	23	3
1,000-1,999	26	22	2	2	7	19
500-999	26	22	4	--	3	23
Below 500	17	6	10	1	--	17
Totals	105	85	17	3	42	63

Chart 5
Average Total and First-Time Freshman Enrollments and Percentage Changes in
Average Total and First-Time Freshman Enrollments in HBC's by
Institutional Enrollment Levels 1976 and 1977

Enrollment Range	Average Total Enrollment		Average First-Time Freshman Enrollment ⁽¹⁾		Percent Change in Average Total Enrollment	Percent Change in Average Full-Time Freshman ⁽¹⁾ Enrollment
	1976	1977	1976	1977		
Over 5,000	7,026	7,250	1,651	1,531	3.2	- 7.3
2,000-4,999	3,119	3,100	763	737	. 6	- 3.4
1,000-1,999	1,438	1,433	456	423	. 4	- 7.2
500-999	725	745	221	240	2.8	8.6
Below 500	234	236	102	86	. 9	-15.7

⁽¹⁾ Three graduate and professional schools not included.

Chart 6
1977 HBC Graduates as a Percentage of 1973/1975
First-Time Freshmen at Four-Year Colleges

Selected Characteristics	Four-Year HBC's		
	Public	Private	Total
1973 First-Time Freshmen	24,863	12,061	36,924
1977 Graduates	14,216	6,705	20,921
Graduates as Percentage of 1st-Time Freshmen	57.2	55.6	56.7

Chart 7
1977 HBC Graduates as a Percentage of 1975 First-Time Freshmen at Two-Year Colleges

	Public	Private	Total
1975 First-Time Freshmen	2,841	1,641	4,482
1975 Graduates	484	627	1,111
1977 Graduates as a Percentage of First-Time Freshmen	17.0	38.2	24.8

Chart 8
Annual Percentage Changes in Total Enrollment of Historically Black Colleges⁽¹⁾
1968-1977

Control	Level	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
Public	Four-Year	5.7	5.9	5.3	6.9	2.1	2.8	0.9	13.3	-0.6	-6.2
	Two-Year	-7.5	26.1	10.2	3.1	9.4	5.6	15.0	9.7	11.7	12.6
	Total	5.4	6.4	5.4	6.8	2.4	2.9	1.3	13.2	-0.3	-5.3
Private	Four-Year	3.0	-0.2	0.7	3.4	0.6	-0.8	4.2	7.6	2.4	19.9
	Two-Year	4.0	-3.7	4.1	3.1	-6.1	8.1	-1.7	-8.7	-0.1	-2.1
	Total	2.6	-0.4	0.9	3.4	0.2	-1.2	-3.9	7.0	2.4	18.8
Grand Total		4.5	4.3	4.1	5.8	1.8	1.8	2.0	11.5	0.4	0.8

(1) 102 institutions; three graduate and professional schools are excluded.

Chart 9
Historically Black Colleges: Fall 1966 to Fall 1976 First-Time Freshmen by Control for Four-Year and Two-Year Colleges

		Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977
Public	Four-Year	6.3%	1.8%	7.4%	-0.8%	4.8%	2.9%	10.3%	26.5%	-10.4%	-1.4%
	Two-Year	6.4%	3.2%	7.4%	-7.9%	1.9%	-1.1%	17.7%	37.4%	-1.3%	29.0%
	Total	6.3%	1.9%	7.4%	1.3%	-4.4%	-2.8%	10.8%	23.9%	-9.7%	1.1%
Private	Four-Year	-5.3%	-9.1%	4.4%	2.4%	0.3%	-2.5%	10.2%	11.4%	-1.7%	4.3%
	Two-Year	-2.2%	9.8%	10.4%	17.4%	-15.3%	-27.0%	15.9%	61.0%	-10.1%	10.2%
	Total	-5.0%	-9.2%	4.9%	3.7%	1.3%	-4.6%	10.6%	14.8%	-2.5%	4.8%
Grand Total		2.0%	-2.0%	6.6%	0.3%	-3.4%	-3.4%	10.7%	23.1%	-7.5%	2.4%

Three graduate and professional schools not included.

Chart 10
Black Population of Selected States, by Number, Percent of Total Population, and Change in Percent of Total Population

	1960		1970		Change in % 1960-70	1973		Change in % 1970-73	1975		Change in % 1960-75
	Number	%	Number	%		Number	%		Number	%	
Alabama	980,271	30.0	903,467	26.2	-3.8	914,200	25.8	-0.4	919,900	25.4	-4.6
Arkansas	388,787	21.8	352,445	18.3	-3.5	338,000	17.6	-0.7	356,100	16.9	-4.9
Delaware	69,688	13.6	78,276	14.3	+0.7	85,600	14.9	+0.6	85,300	14.7	+1.1
District of Columbia	411,737	53.9	537,712	71.1	+17.2	528,400	71.7	+0.5	511,400	71.9	+18.0
Florida	880,186	17.8	1,041,861	15.3	-2.5	1,109,600	14.3	-1.0	1,179,000	14.2	-3.6
Georgia	1,122,596	28.5	1,187,149	25.9	-2.6	1,251,200	26.0	+0.1	1,286,100	26.1	-2.4
Kentucky	215,949	7.1	230,793	7.2	+0.1	238,800	7.2	---	244,300	7.2	+0.1
Louisiana	1,039,207	31.9	1,086,832	29.8	-2.1	1,114,600	29.8	---	1,134,000	29.8	-2.1
Maryland	518,410	16.7	699,479	17.8	+1.1	791,400	19.4	+1.6	828,500	20.1	+3.4
Michigan	717,581	9.2	991,066	11.2	+2.0	1,054,500	11.6	+0.4	1,080,300	11.9	+2.7
Mississippi	915,743	42.0	815,770	36.8	-5.2	837,900	36.3	-0.5	840,500	35.9	-6.1
Missouri	300,853	9.0	480,172	10.3	+1.3	499,800	10.5	+0.2	507,300	10.6	+1.6
North Carolina	1,116,021	24.5	1,126,478	22.2	-2.3	1,115,700	21.0	-1.2	1,193,300	21.9	-2.6
Ohio	786,097	8.1	970,477	9.1	+1.0	1,015,100	9.5	+0.4	1,033,600	9.6	+1.5
Oklahoma	153,084	6.6	171,392	6.7	+0.1	186,200	7.0	+0.3	191,400	7.1	+0.5
Pennsylvania	862,750	7.5	1,016,514	8.8	+1.1	1,044,500	8.8	+0.2	1,049,200	8.8	+1.3
South Carolina	829,291	34.8	789,041	30.5	-4.3	837,300	31.0	+0.5	867,000	30.8	-4.0
Tennessee	586,876	16.5	621,261	15.8	-0.7	639,400	15.6	-0.2	651,200	15.6	-0.9
Texas	1,187,125	12.4	1,399,005	12.5	+0.1	1,488,400	12.6	+0.1	1,529,600	12.5	+0.1
Virginia	816,258	20.8	861,368	18.5	-2.1	902,000	13.6	-0.1	930,800	18.7	-1.9

*No change in percentage.

Source: *Census of the Population 1960 and 1970* (United States Census Bureau) and David L. Ward, "Population Estimates By Race Derived From Merging Administration Records," (Paper presented at the Annual Meeting of the Population Association of America, St. Louis, Missouri, April 27-29, 1977).

Chart 11
Public Institutions in the United States (1974-75)

Type	First Time Freshmen	
	N	% of Total Population
Two-Year Colleges (N=867)	637,367	38.1
Four-Year Colleges*		
Low selectivity (N=198)	170,396	10.2
Medium selectivity (N=66)	72,956	4.4
High selectivity (N=73)	98,495	5.9
Universities**		
Low selectivity (N=74)	117,613	10.6
Medium selectivity (N=31)	85,876	5.1
High selectivity (N=17)	53,906	3.2

*Medium selectivity includes institutions enrolling students with mean SAT V+M between 900 and 1,000 (or ACT composite between 18 and 22); high selectivity includes institutions with means above 1,000 (ACT composite above 22).

**Medium selectivity includes institutions enrolling students with mean SAT V+M between 1,000 and 1,150 (ACT composite between 23 and 25); high selectivity includes institutions with mean SAT V+M above 1,149 (ACT composite above 25).

Source: Alexander Astin, *The Myth of Equal Access in Public Higher Education* (1975).

Chart 12
 Characteristics of New Freshmen Entering Different Types of
 Public Institutions (Fall 1973)

Type of Institution	Percent Students with High School Averages of B+ or Higher	Percent Minority Students*	Medium Parental Income
Two-year colleges	21.3	11.8	\$12,195
Four year colleges			
Low selectivity	39.9	18.7	\$13,427
Medium selectivity	33.0	6.9	\$14,055
High selectivity	58.5	4.8	\$15,695
Universities			
Low selectivity	49.9	4.1	\$16,590
Medium selectivity	51.1	2.4	\$15,510
High selectivity	69.3	5.4	\$17,843

*Includes black, Spanish, and native American Indian students.

Source: *The American Freshman: National Norms for Fall 1973* (A. W. Astin, M. R. King, J. M. Light, and G. T. Richardson; Laboratory for Research on Higher Education, UCLA, 1973).

Chart 13
Educational Resources and Benefits of Different Types of Public Institutions

Type of Institution	Dollars Per FTE Student			Weighted ^a Dollars Per FTE Student			Median Faculty Salary ^c	Percent Freshmen Living in Residence Halls	Effects on Chances of Persistence ^d
	Educational & General Expenditures ^b	Value of Buildings, Land, and Equipment ^b	Library Expenditures ^b	Educational & General Expenditures ^b	Value of Buildings, Land, and Equipment ^b	Library Expenditures ^b			
Two-year colleges	1,533	3,962	71	1,533	3,962	71	13,734	10.3	-12%
Four-year colleges									
Low selectivity	1,534	55,14	83	1,485	5,349	80	13,785	56.7	
Medium selectivity	1,758	6,467	98	1,703	6,283	96	14,794	88.5	+ 4%
High selectivity	2,523	7,875	104	2,351	7,282	96	16,508	89.6	
Universities									
Low selectivity	3,101	7,710	109	2,570	6,431	93	15,662	71.8	
Medium selectivity	3,230	8,453	116	2,655	6,991	96	16,846	91.7	+ 1%
High selectivity	5,408	12,320	212	4,157	9,495	185	18,286	97.0	

^aThe greater cost of graduate and professional education has been discounted by weighting each graduate student by a factor of 2.5.

^bFrom 1971-72 Higher Education General Information Survey.

^cFrom 1973 AAUP survey.

^dFrom A. W. Astin, M. R. King, J. M. Light, G. T. Richardson, *The American Freshman: National Norms for Fall 1974* (Graduate School of Education, UCLA, 1974).

^eIneligible places write out.

Appendix B
LIST OF INSTITUTIONS

APPENDIX B

105 Historically Black Colleges and Universities Participating in MIS Survey

Alabama A&M University
Alabama Lutheran Academy & College
Alabama State University
Albany State College
Alcorn State College
Allen University
Arkansas Baptist College
University of Arkansas at Pine Bluff
Atlanta University
Barber-Scotia College
Benedict College
Bennett College
Bethune-Cookman College
Bishop College
Bowie State College
Central State University
Cheyney State College
Claflin College
Clark College
Clinton Junior College
Coahoma Junior College
Coppin State College
Daniel Payne College
Delaware State College
Dillard University
D. C. Teachers College
Edward Waters College
Elizabeth City State University
Fayetteville State University
Fisk University
Florida A&M University
Florida Memorial College
Fort Valley State College
Friendship Junior College
Grambling State University
Hampton Institute
Howard University
Huston-Tillotson College
Interdenominational Theological Center

Jackson State College
Jarvis Christian College
Johnson C. Smith University
Kentucky State University
Knoxville College
Lane College
Langston University
LeMoyne-Owen College
Lincoln University (MO)
Lincoln University (PA)
Livingstone College
Mary Holmes Junior College
University of Maryland (Eastern Shore)
Meharry Medical College
Miles College
Mississippi Industrial College
Mississippi Valley State University
Morehouse College
Morgan State College
Morris Brown College
Morris College
Morristown College
Natchez Junior College
Norfolk State College
North Carolina A&T State University
North Carolina Central University
Oakwood College
Paine College
Paul Quinn College
Philander Smith College
Prairie View A&M University
Prentiss N&I Institute
Rust College
Saint Augustine's College
Saint Paul's College
Savannah State College
Selma University
Shaw University
Shorter College
Simmons University
South Carolina State College
S. D. Bishop State Junior College
Southern University, Baton Rouge
Southern University, New Orleans

Southern University, Shreveport
Southwestern Christian College
Spelman College
Stillman College
T. A. Lawson State Junior College
Talladega College
Tennessee State University
Texas College
Texas Southern University
Tougaloo College
Tuskegee Institute
Utica Junior College
Virginia College
Virginia State College
Virginia Union University
Voorhees College
West Virginia State College
Wilberforce University
Wiley College
Winston-Salem State University
Xavier University

THE MIS DIRECTORATE

The Management Information Systems Directorate, a corporate program offered by the Institute for Services to Education (ISE) for TACTICS,* applies scientific techniques to facilitate decision-making within the college and university environment. The management supports generated by the Directorate represent a broad range of technical resources available to developing institutions. These supports are based on 11 years experience with the black colleges and similar developing institutions.

Recognizing the increasing need for MIS services at TACTICS colleges facing diminished financial resources, the MIS program is designed to achieve high impact levels with each participating institution.

The services offered by the MIS Directorate include:

- MIS Orientation
- MIS Development
- Data Base Definition and Development
- Transactional Information Systems Development
- System Evaluation
- Model Development
- Documentation Review
- MIS Tools
- Research Profiles
- Statistical Reports
- Issue Papers

*Technical Assistance Consortium to Improve College Services.